



Wisconsin  
Evaluation  
Collaborative

June 2023

# Lifecycle of Farm to School Evaluation Report

*For the Department of Public Instruction*



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# Report Information

## Authors

### Grant Sim

Questions about this report can be directed to Grant Sim at [grant.sim@wisc.edu](mailto:grant.sim@wisc.edu).

### McKenna Goetz

## About the Wisconsin

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## Evaluation Collaborative

The Wisconsin Evaluation Collaborative (WEC) is housed at the Wisconsin Center for Education Research at the University of Wisconsin-Madison. WEC's team of evaluators supports youth-serving organizations and initiatives through culturally responsive and rigorous program evaluation. Learn more at <http://www.wec.wceruw.org>.

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# Introduction

The Lifecycle of Farm to School (F2S) project featured a series of workshops intended to highlight the states of a school garden over a year. The Wisconsin Department of Public Instruction (DPI) School Nutrition Team implemented the project, and it was funded through a United States Department of Agriculture (USDA) Patrick Leahy Farm to School grant. The experiential workshops were trainings for school nutrition professionals operating Child Nutrition Programs throughout Wisconsin. The eight workshops included:

- Seed Starting
- Building and Planting
- Garden Maintenance
- Harvesting
- Processing
- Menu Planning
- Composting
- Serving Local Foods

To assist with evaluation efforts for the Lifecycle of F2S project, DPI contracted with the Wisconsin Evaluation Collaborative (WEC) within the Wisconsin Center for Education Research at the University of Wisconsin-Madison. This report provides findings from WEC's evaluation of the Lifecycle of F2S project including an examination of the extent to which the workshops met overall project goals as well as individual workshop goals. The Introduction section of the report provides a brief overview of the project, the project goals, and how the project goals are measured. The Introduction also provides a brief summary of findings. The Project Goal Attainment section of the report provides findings on goal attainment for each of the stated project goals. Finally, the Workshop Goal Attainment section of the report provides a brief overview of each of the workshops in the order in which they occurred chronologically as well as findings on specific workshop goal attainment.

## Project Goals and Methodology

The Lifecycle of F2S project's main goals were to:

1. Expand school nutrition professional's F2S teams,
2. Provide opportunities for peer-to-peer mentoring,
3. Equitably support F2S activities, and
4. Sustain F2S efforts.

The first goal to expand school nutrition professional's F2S teams examines not only the size of the F2S team but also its quality and sustainability. The second goal to provide opportunities for peer-to-peer mentoring examines the extent to which DPI facilitated connections between schools for F2S mentoring. The third goal to equitably support F2S activities has two components: equitable support of F2S activities and fully utilizing existing resources and known data for that purpose. The fourth goal to improve the sustainability of F2S efforts examines sustainability in multiple ways including the sustainability of F2S teams, the cyclical nature of the project, and environmental sustainability.

In addition to overall project goals, each of the eight workshops also included workshop objectives or goals for participants to attain. Specific workshop objectives are described in the Workshop Goal Attainment section of this report.

To measure the overall project goal attainment and workshop goal attainment, the evaluation relied on several data sources including:

*End-of-Project Survey.* Following completion of the eight workshop cycle, DPI administered an end-of-project survey to attendees of the workshops. The evaluation reviewed the survey before administration. This survey received a total of eight responses from May 25, 2023 through June 1, 2023. The evaluation used results from select items from this survey to examine goal 1) expand school nutrition professional's F2S teams, goal 2) provide opportunities for peer-to-peer mentoring, and goal 4) improve sustainability of F2S efforts.

*Follow-Up Call Notes.* DPI conducted a series of five follow-up calls with workshop attendees to gather feedback on project goals and to assist attendees with additional resources for their F2S efforts. The evaluation reviewed notes from these five calls to examine all four project goals.

*Workshop Attendance and DPI Enrollment Data.* DPI maintained records of workshop attendees from each of the eight workshops. To examine the extent of equitable support provided (goal 3), the evaluation examined workshop participants' school demographic characteristics and compared that to the state overall. School demographic characteristics included race/ethnicity and economic status. The evaluation obtained data on these demographics from publicly available WISEdash data files.<sup>1</sup> There were a small number of attendees from non-public schools which were not included in this analysis.

*Workshop Pre- and Post-Survey Results.* For each of the workshops, DPI administered a pre-survey and a post-survey to attendees. The evaluation drafted items for all surveys except for the first workshop, Seed Starting. The evaluation used results from these surveys to examine individual workshop goal attainment. In some cases, items from these surveys were also used to examine overall project goal attainment as well. For two of the workshops, Processing and Menu Planning, DPI was unable to provide full data on pre- and post-survey results. As a result, the evaluation did not examine specific goal attainment for these two workshops.

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<sup>1</sup> <https://dpi.wi.gov/wisedash/download-files>

## Summary of Findings

DPI conducted the eight workshops for the Lifecycle of F2S project. The workshops occurred over 16 months from the first workshop in January of 2022 to the eighth and final workshop in May of 2023. The project had four overarching goals that this evaluation examined. Overall, there was evidence that the project was successful in aligning to most of these goals. Specific findings for each goal include:

1. *Expand school nutrition professional's F2S teams.* The project was successful in that many F2S teams do include a fair number of individuals to help with efforts in schools and that many of these teams were either indicated as sustainable or sites were actively working to improve their teams. Measures of team quality were more mixed with mixed levels of reported comfort with building and maintaining school gardens overall.
2. *Provide opportunities for peer-to-peer mentoring.* While many of the participants at the workshops did meet other participants, there is less evidence to suggest that participants made post-workshop connections for peer-to-peer mentoring. However, workshop attendees did indicate high levels of collaboration within their own communities for their F2S efforts.
3. *Equitably support F2S activities.* Since the project specifically worked to target the workshops to school nutrition professionals in locations with high economically disadvantaged populations, there is evidence to suggest the project was able to equitably support F2S activities as workshop attendees' schools had higher proportions of economically disadvantaged students than Wisconsin schools overall. There is also evidence that the project fully utilized existing resources and known data for that purpose as the project hosted a variety of resources on their website to share out. Workshop participants were aware of these resources, had utilized them, and found them to be useful.
4. *Sustain F2S efforts.* Evaluation efforts focused on three components of this goal: team sustainability, cyclical nature of the project as measured by attendee success with workshop action plans, and environmental sustainability. Findings suggest that teams were either sustainable or that workshop participants were actively working to improve their team. Workshop participants also indicated more often than not that they did have progress with their post-workshop action plans. Finally, there is evidence to suggest that workshop attendees not only learned about some environmental sustainability practices, but also put them to use.

Using pre- and post-survey results from each workshop, the evaluation also examined specific workshop goal attainment. Results from this examination indicate that attendees responding to the surveys were more likely to feel comfortable with practices related to each of the workshop objectives after participation in the workshop. This was true for every workshop in which pre- and post-survey data were available (six out of eight of the workshops).

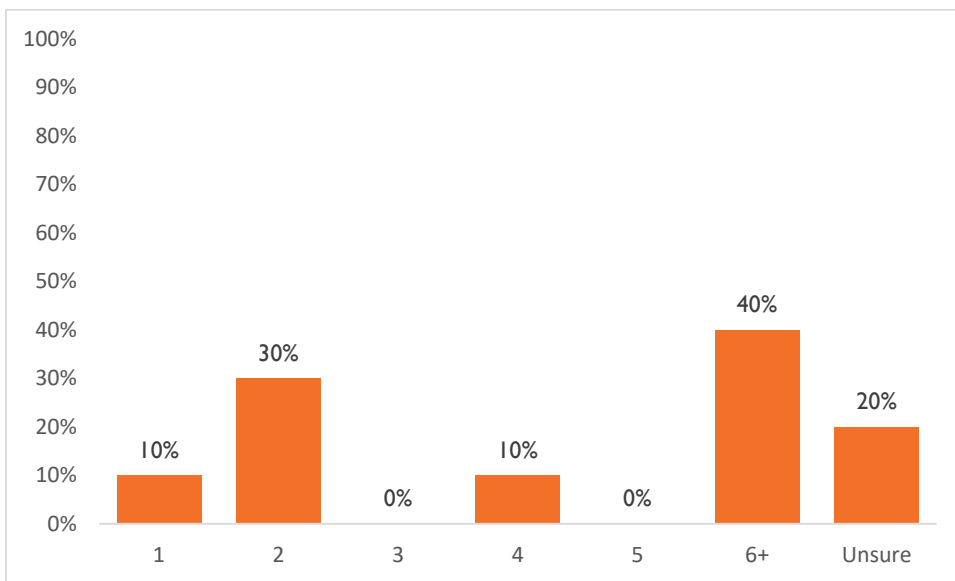
# Project Goal Attainment

This section of the report examines the four main project goals for the Lifecycle of F2S. For each goal, the evaluation analyzed the data sources noted previously to examine the extent of goal attainment.

## Expand school nutrition professional's Farm to School teams

The first project goal for the Lifecycle of F2S was to expand school nutrition professional's F2S teams. This goal examined not only the size of the F2S team, but also the quality and sustainability of that team and their efforts. Figure 1 shows the combined results from an end-of-project survey item that asked respondents the size of their F2S team and two follow-up calls with workshop participants that did not respond to the survey that asked the same question. As seen, a plurality of respondents indicated that their team was six or more in size. While these data may not show an increase in team size, they do indicate that several teams do include a fair number of individuals to help with F2S efforts in schools.

Figure 1: Farm to School team size



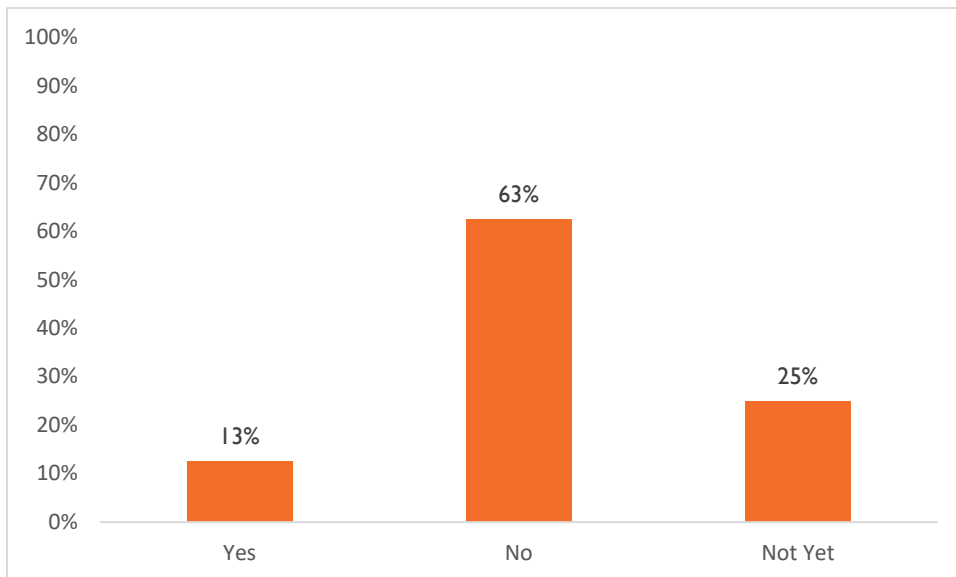
Note: End-of-year survey N: 8; follow-up call N: 2.

The other aspect of this goal was team quality and sustainability. Perceptions of team quality from the follow-up calls were somewhat mixed with some participants indicating that their team was comfortable with building and maintaining a school garden and other participants indicating their team was not comfortable. Despite these mixed levels of quality, all follow-up call participants indicated that their teams were either sustainable or that they were actively working to improve their team or make F2S more of a priority.

## Provide opportunities for peer-to-peer mentoring

The second project goal for the Lifecycle of F2S was to provide opportunities for peer-to-peer mentoring. This goal examined the extent to which DPI facilitated connections between schools. Figure 2 shows results from an item on the end-of-project survey that asked workshop participants if they connected with anyone they met during the workshops. As seen from this figure, the majority of respondents did not connect with anyone after the workshops. Additional information from the follow-up calls indicates that many of the participants did meet others at the workshops but have not reached out yet to make any post-workshop connections. Some of the follow-up call participants also indicated that they already had connections with other districts which may have alleviated the need for additional connections formed through the workshops.

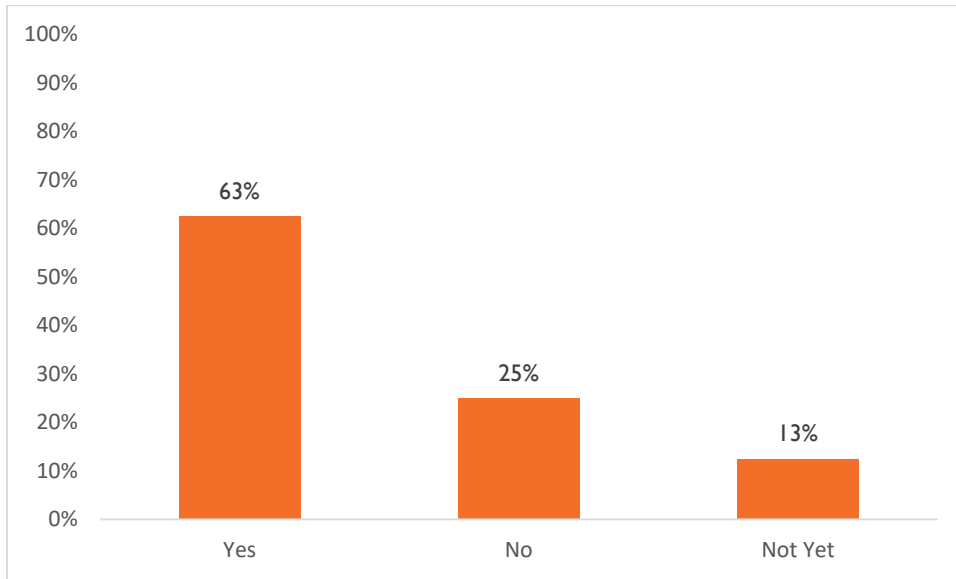
Figure 2: Connections with anyone met during the workshops



Note: End-of-year survey N: 8.

While the level of peer-to-peer mentoring across districts was not high, workshop attendees did indicate high levels of collaboration within their own communities. Figure 3 shows that a majority of respondents indicated positively from an item on the end-of-project survey that asked participants if they collaborated with anyone in the community for their F2S efforts.



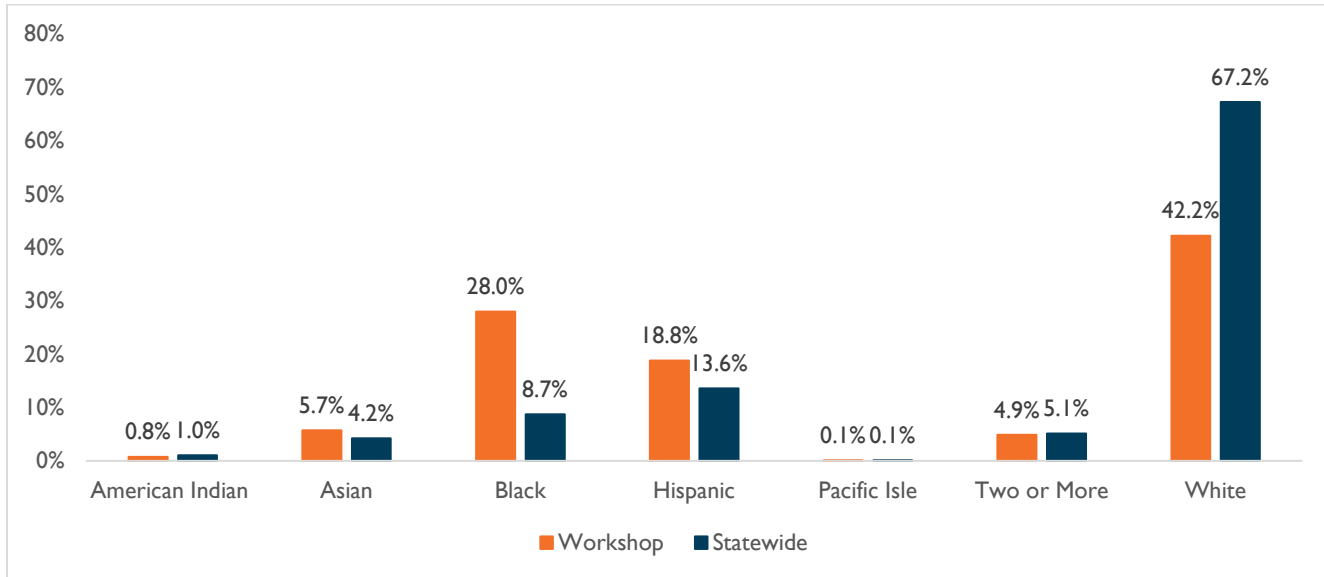
**Figure 3: Farm to School collaboration with the community**

Note: End-of-year survey N: 8.

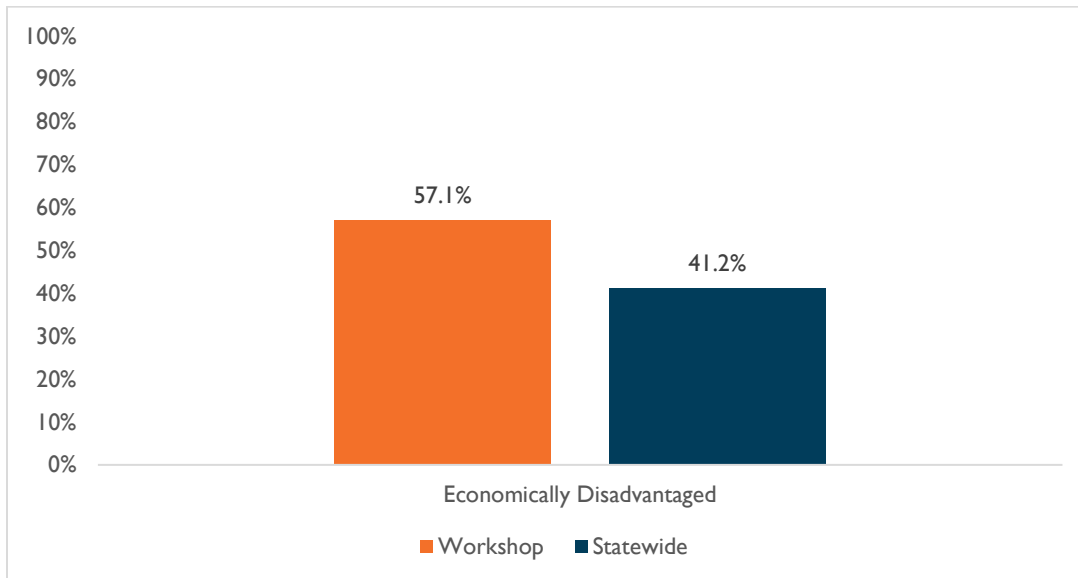
## Equitably support Farm to School activities

The third project goal for the Lifecycle of F2S was to equitably support F2S activities. This goal had two components: equitable support of F2S activities and fully utilizing existing resources and known data for that purpose. The evaluation examined equitable support by examining workshop participants' schools' economic and racial/ethnic make up and compared that to the state as a whole to determine how equitably distributed workshop attendees' schools were. Figure 4 shows a comparison of the race/ethnicity of students in schools that had a workshop attendee compared to Wisconsin public schools overall. As seen, workshop attendees' schools were more likely to have higher percentages of Black and Hispanic students and less likely to have White students. Figure 5 shows a similar comparison but for the percentage of students who were economically disadvantaged. From this figure, workshop attendees' schools were more likely to have higher percentages of economically disadvantaged students than Wisconsin schools overall. These results align with this project goal overall as the project specifically worked to target the workshops to school nutrition professionals in locations with high economically disadvantaged populations.

**Figure 4: Race/ethnicity of students in schools with workshop participants and statewide**



**Figure 5: Percentage of students that are economically disadvantaged in schools with workshop participants and statewide**



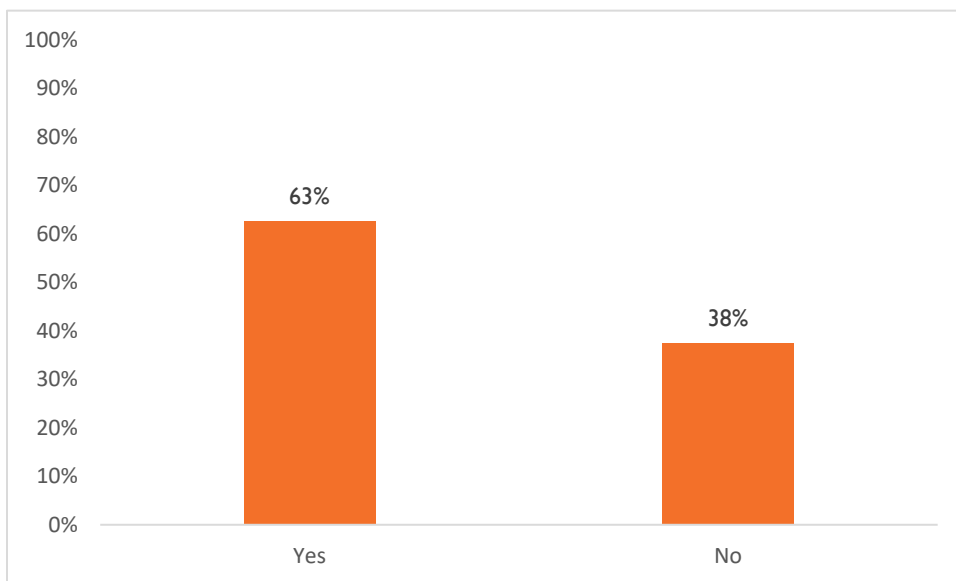
The second aspect of this goal was fully utilizing existing resources and known data for the purpose of equitable support. The evaluation examined this aspect through a review of the information shared at workshops. For five out of the eight workshops, DPI provided a variety of resources on their website<sup>2</sup> that workshop attendees or website visitors could use for their F2S efforts. For two of the workshops (Composting and Serving Local Foods), DPI only provided the workshop action plan as a resource and for one of the workshops (Processing), DPI only provided a video of the workshop. Results from the follow-up call notes also indicated that workshop participants were aware of these resources on the website, had utilized them, and found them to be useful.

## Sustain Farm to School efforts

The fourth project goal for the Lifecycle of F2S was to sustain F2S efforts. This goal examined sustainability in multiple ways including the sustainability of F2S teams, the cyclical nature of the project, and environmental sustainability. As noted earlier when examining the first goal, all follow-up call participants indicated that their teams were either sustainable or that they were actively working to improve their team or make F2S more of a priority and thus striving for more sustainability in their teams.

The evaluation examined the cyclical nature of the project through the attainment of workshop goals and attendee success in following action plans. The following section of this report details workshop goal attainment. Success in following action plans can be seen from Figure 6, which shows the results from an end-of-project item that asked respondents if they made progress on the goals they made in their action plan and if the action plan motivated them to reach their goals. As seen from this figure a majority of respondents to the survey indicated that they did make progress.

Figure 6: Progress on goals made in action plans

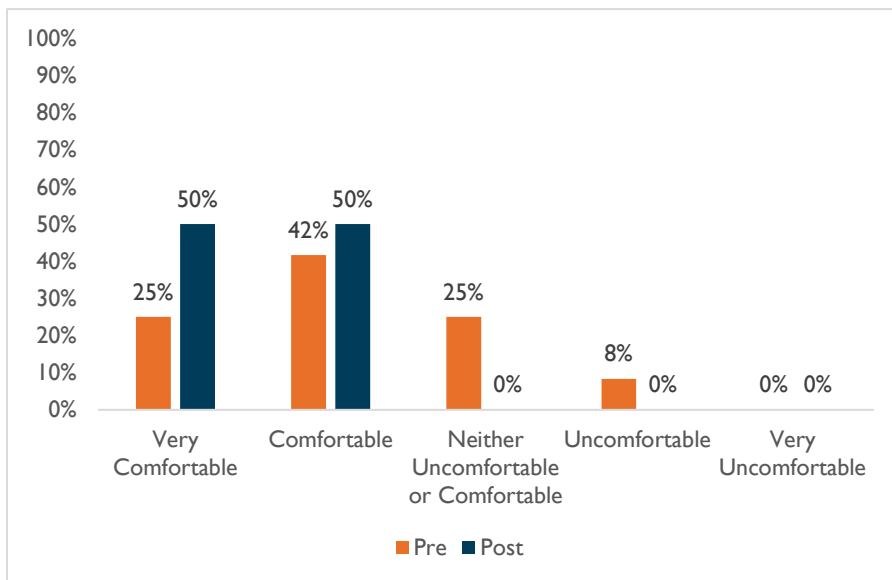


Note: End-of-year survey N: 8.

<sup>2</sup> <https://dpi.wi.gov/school-nutrition/farm-to-school/lifecycle>

Finally, to measure environmental sustainability, the evaluation relied on follow-up call notes and one specific item from the pre- and post-workshop surveys that related to environmental sustainability. From the follow-up call notes, several of the participants noted specific actions they made with their F2S efforts toward environmental sustainability including the use of composting bins and obtaining food from local sources. One item from the pre- and post-surveys from the Composting workshop also related to environmental sustainability. As Figure 7 shows, respondents were more likely to be very comfortable or comfortable after attending the workshop with identifying the impacts of using compost on environmental sustainability.

**Figure 7: Identifying the impacts of using compost on environmental sustainability**



Note: Pre-survey N: 12; post-survey N: 8.

# Workshop Goal Attainment

This section of the evaluation report examines each of the eight workshops provided through the Lifecycle of F2S project. Specifically for each workshop, the evaluation examined workshop objectives or goals, workshop attendance, and the extent to which workshop goals were attained. The main data source for this analysis was pre- and post-surveys conducted by DPI for each workshop.

DPI conducted the eight workshops over 16 months from the first workshop in January of 2022 to the eighth and final workshop in May of 2023. Five of the eight workshops were held virtually, two of the workshops were held at school districts, and one workshop was held at Nourish Farms. For each of the workshops, DPI provided workshop objectives, benefits for the workshop subject, and resources related to the workshop topic.<sup>3</sup>

## Seed Starting

The first workshop, Seed Starting, was held on January 27, 2022 and had a total of 25 attendees. Specific objectives for this workshop included:

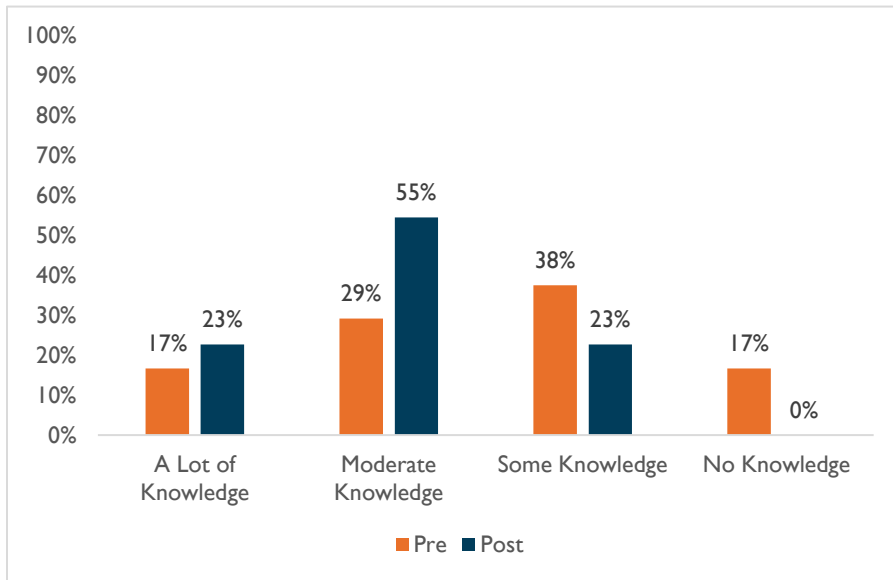
- Communicate the benefits of starting seeds for a school garden.
- Recognize the key determinants for seed starting indoors versus direct-sowing outdoors.
- Understand the process of seed starting to be able to successfully start seeds for a school garden.
- Identify a team to help with seed starting and tending to the seedlings throughout the germination process.
- Engage in the planning process; understand seed starting as a step in an annual cycle of school gardening.

Figures 8 – 12 show results from the pre- and post-surveys for this workshop. For each figure, the first orange bar represents the distribution of responses from the pre-survey and the second blue bar represents the distribution of responses from the post-survey. As seen from these figures, workshop attendance is associated with increased attendee knowledge related to workshop objectives.

After attending the workshop, attendees were more likely to indicate that they had a lot of knowledge or moderate knowledge on benefits of starting seeds for a school garden (Figure 8), key determinants for seed starting indoors versus direct-sowing outdoors (Figure 9), the process of seed starting to be able to successfully start seeds for a school garden (Figure 10), identifying a team to help with seed starting and tending to the seedlings (Figure 11), and planning for seed starting as a step in an annual cycle of a school garden (Figure 12).

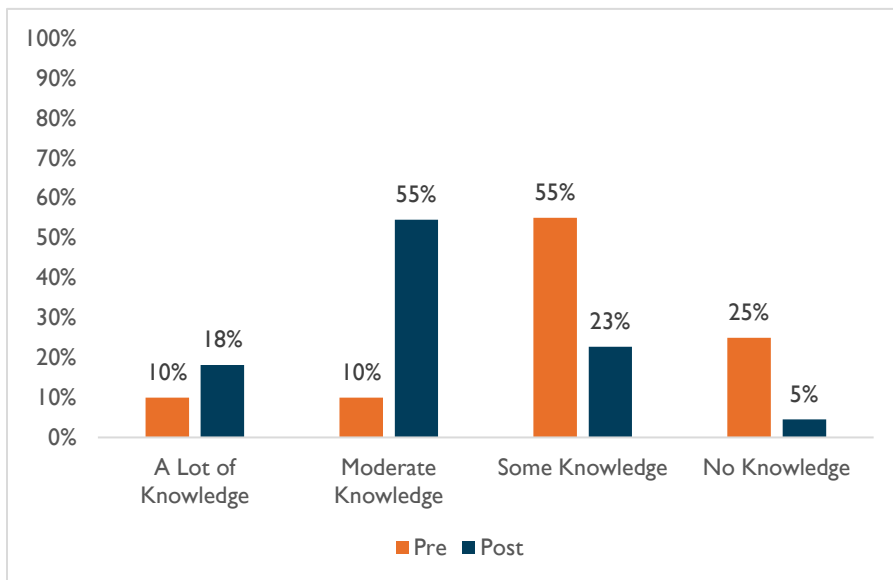
<sup>3</sup> For more information on each workshop, visit <https://dpi.wi.gov/school-nutrition/farm-to-school/lifecycle>.

Figure 8: Benefits of starting seeds for a school garden



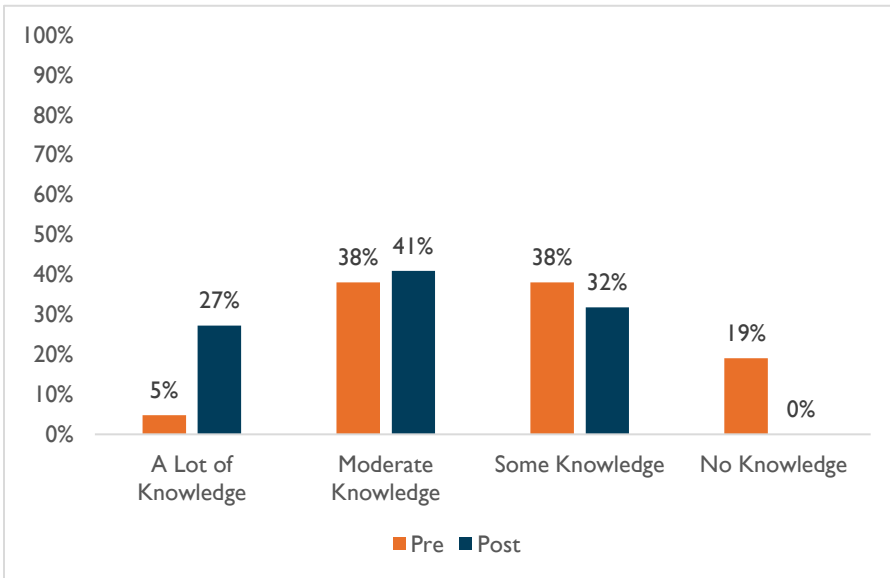
Note: Pre-survey N: 24; post-survey N: 22.

Figure 9: Key determinants for seed starting indoors versus direct-sowing outdoors



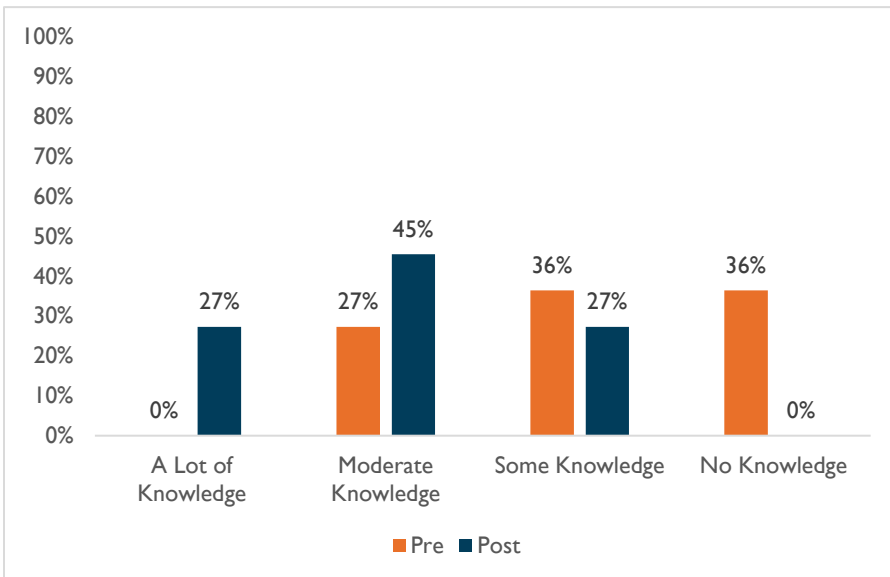
Note: Pre-survey N: 20; post-survey N: 22.

**Figure 10: Process of seed starting to be able to successfully start seeds for a school garden**



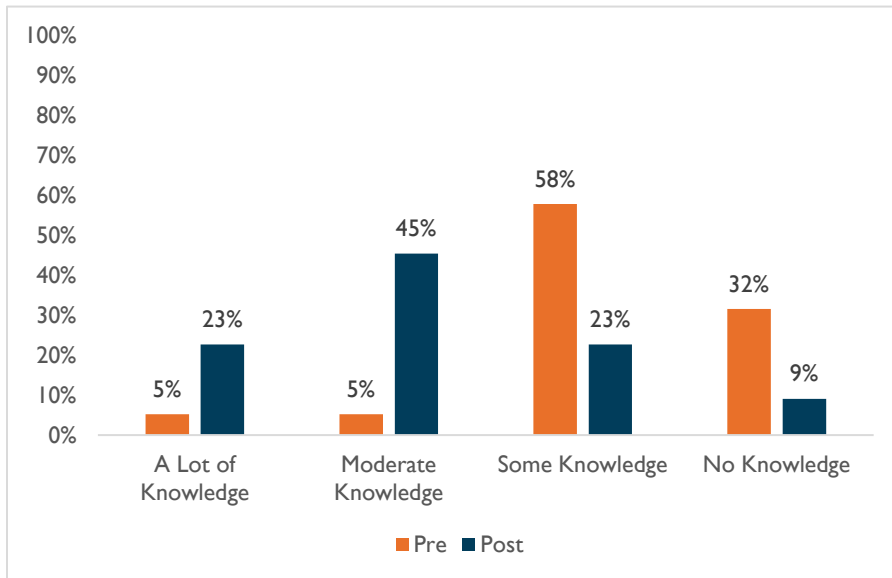
Note: Pre-survey N: 21; post-survey N: 22.

**Figure 11: Identifying a team to help with seed starting and tending to the seedlings**



Note: Pre-survey N: 22; post-survey N: 22.

Figure 12: Planning for seed starting as a step in an annual cycle of a school garden



Note: Pre-survey N: 19; post-survey N: 22.

Noted suggestions for improvement from the post-survey included mostly technical issues including improving the sound quality and having moderation or more structured breakout sessions.

## Building and Planting

The Building and Planting workshop was held on April 7, 2022 and had a total of seven attendees. Specific objectives for this workshop included:

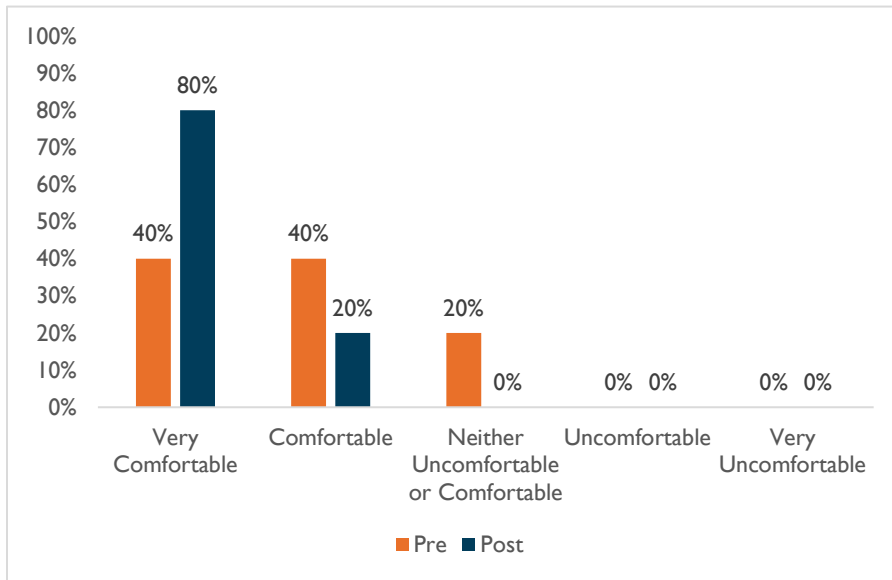
- Identify foods you would like to produce in the garden.
- Assess space to use for the garden and identify the type of garden most suitable for the school.
- Identify a team that can assist with building and planting the garden.
- Gain knowledge and resources to plant your school garden.

Figures 13 – 18 show results from the pre- and post-surveys for this workshop. As seen from these figures, workshop attendance is associated with increased attendee comfort with practices related to the workshop objectives.

After attending the workshop, attendees were more likely to indicate that they were comfortable or very comfortable with identifying the foods that they would like produced in the school garden (Figure 13), assessing the space to use for a school garden (Figure 14), identifying individuals to assist with building and planting the school garden (Figure 15), identifying individuals to assist with supporting the school garden (Figure 16), identifying the type of garden that is most suitable for their school (Figure 17), and obtaining additional resources to plant the school garden (Figure 18).

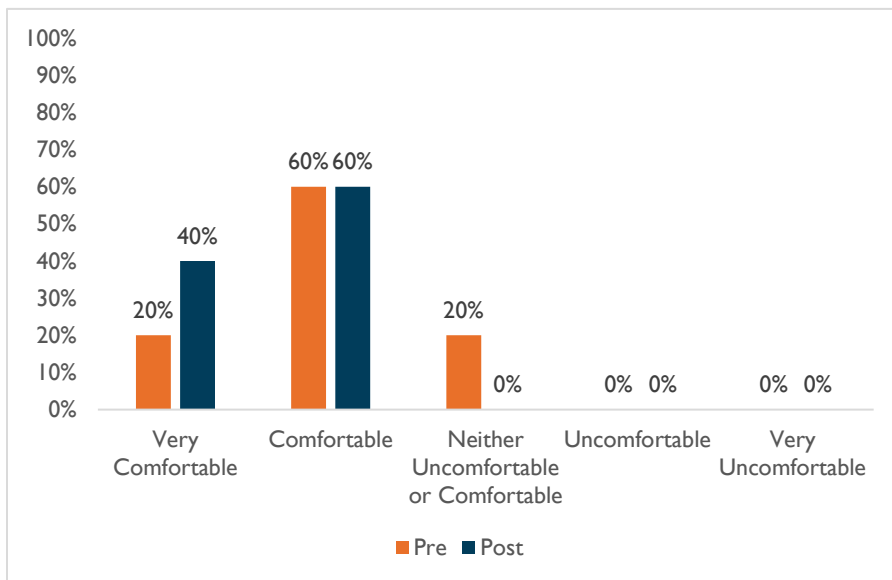


Figure 13: Identifying the foods I would like produced in the school garden



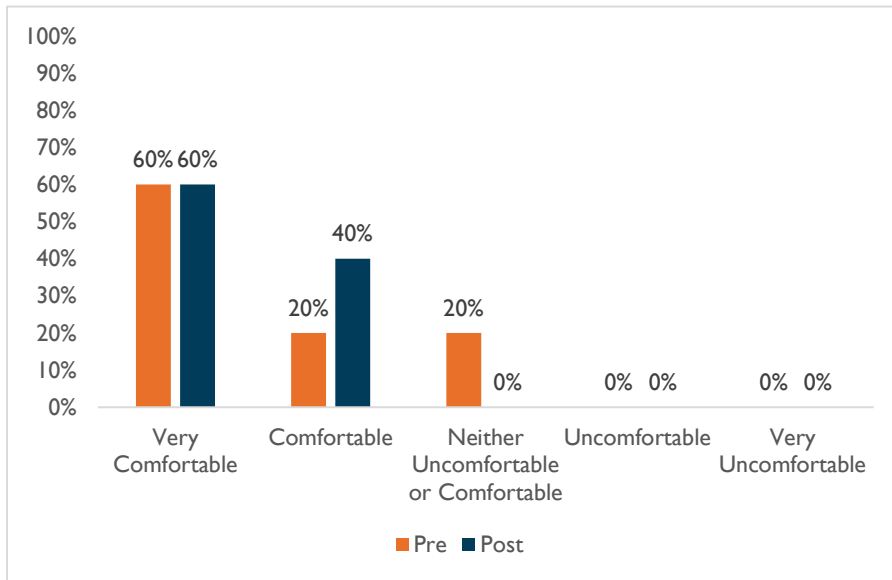
Note: Pre-survey N: 5; post-survey N: 5.

Figure 14: Assessing the space to use for a school garden



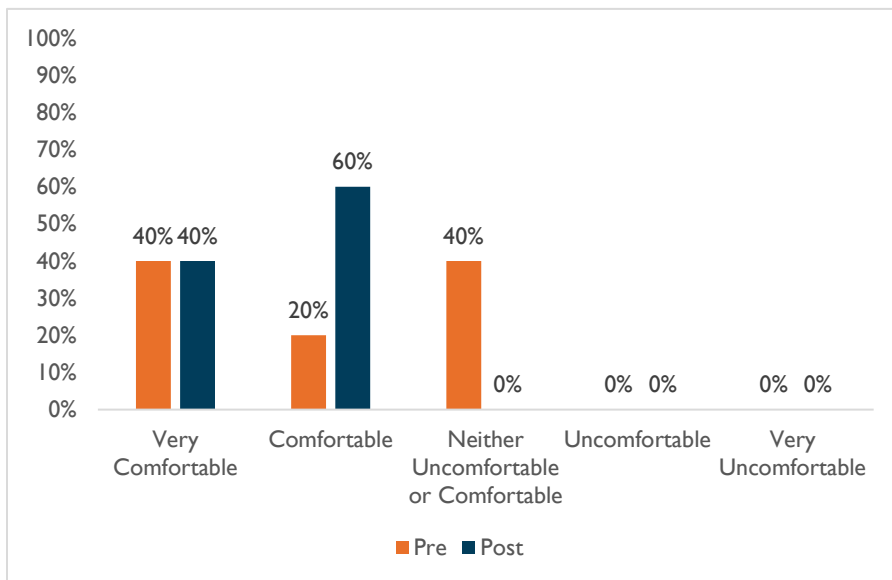
Note: Pre-survey N: 5; post-survey N: 5.

Figure 15: Identifying who will assist with building and/or planting the school garden



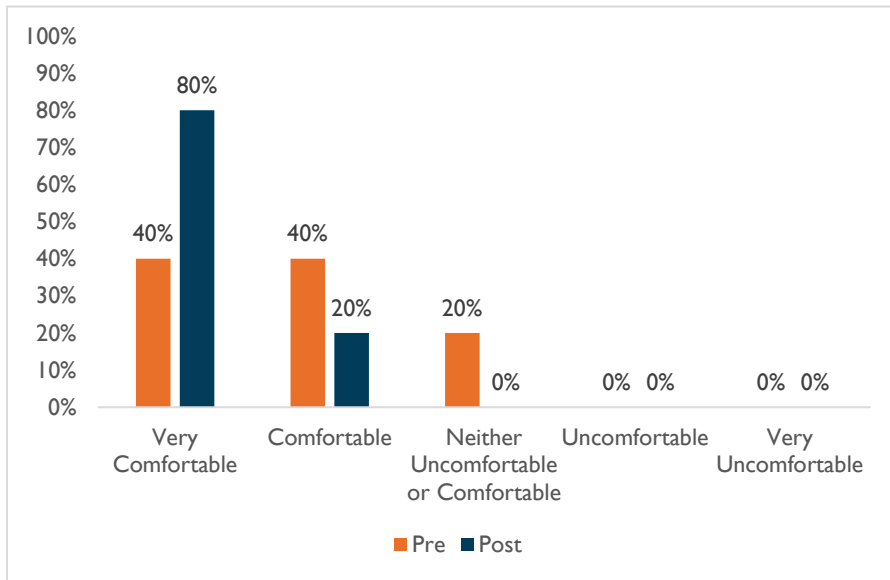
Note: Pre-survey N: 5; post-survey N: 5.

Figure 16: Identifying who will assist with supporting the school garden



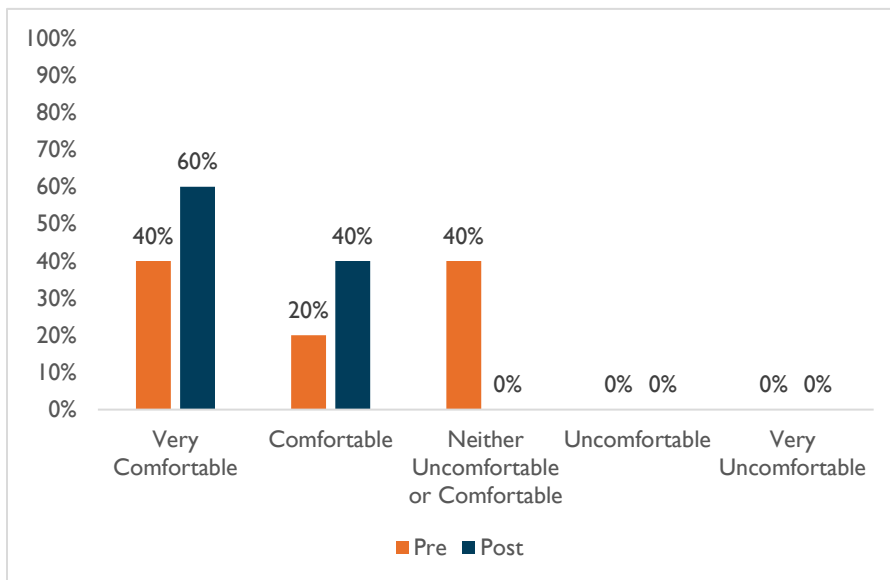
Note: Pre-survey N: 5; post-survey N: 5.

Figure 17: Identifying the type of garden that is most suitable for my school



Note: Pre-survey N: 5; post-survey N: 5.

Figure 18: Obtaining additional resources to plant the garden



Note: Pre-survey N: 5; post-survey N: 5.

Noted suggestions for improvement from the post-survey included more discussion and planning time, more information about the types of plants that grow well in a school garden, sources for funding to help with starting or improving school garden systems, and having the workshop at a better time for teachers to participate.

## Garden Maintenance

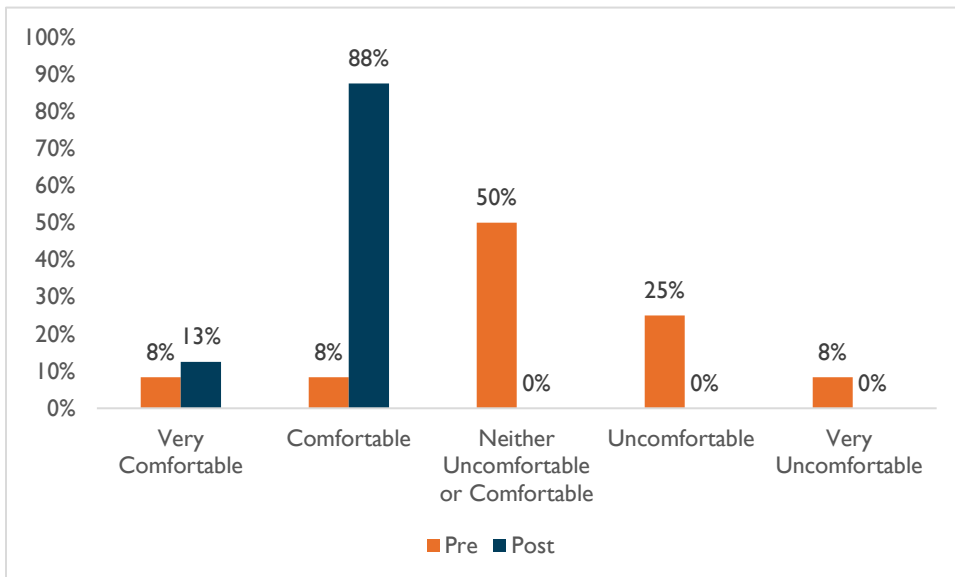
The Garden Maintenance workshop was held on May 18, 2022 and had a total of five attendees. Specific objectives for this workshop included:

- Gain knowledge and resources to maintain a school garden throughout the summer months.
- Assess tools and materials needed to maintain a school garden.
- Understand the importance of observation in determining the garden maintenance needs.
- Gain knowledge on what impacts the health of your school garden and food production.
- Learn about self-care and safety to ensure a joyful garden experience.

Figures 19 – 23 show results from the pre- and post-surveys for this workshop. As seen from these figures, workshop attendance is associated with increased attendee comfort with practices related to the workshop objectives.

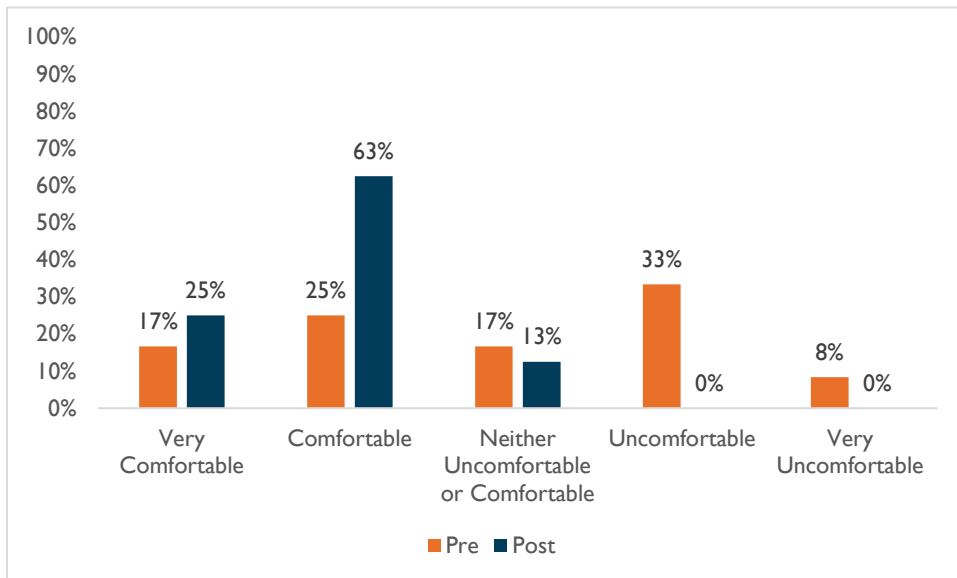
After attending the workshop, attendees were more likely to indicate that they were comfortable or very comfortable with determining a school garden’s maintenance needs (Figure 19), assessing which tools and materials are needed to maintain a school garden (Figure 20), obtaining resources to maintain a school garden (Figure 21), identify what impacts the health and food production of a school garden (Figure 22), and practicing self-care and safety to ensure a joyful garden experience (Figure 23).

**Figure 19: Determining a school garden’s maintenance needs**



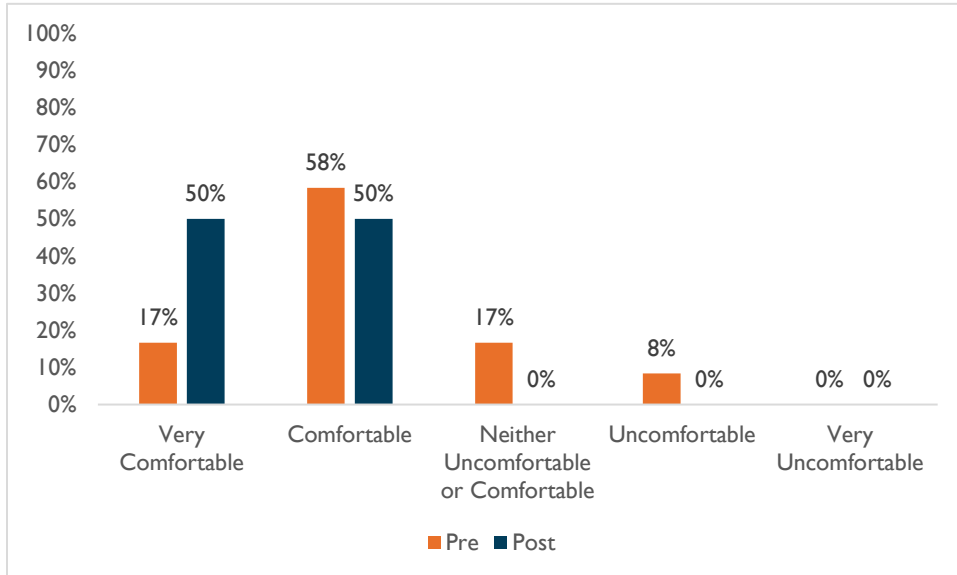
Note: Pre-survey N: 5; post-survey N: 4.

**Figure 20: Assessing which tools and materials are needed to maintain a school garden**



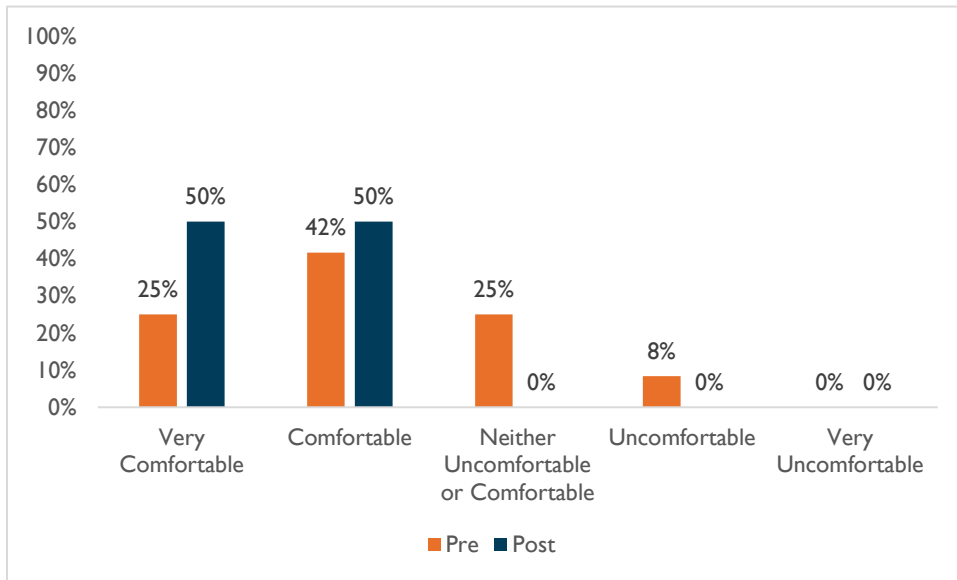
Note: Pre-survey N: 5; post-survey N: 4.

**Figure 21: Obtaining resources to maintain a school garden**



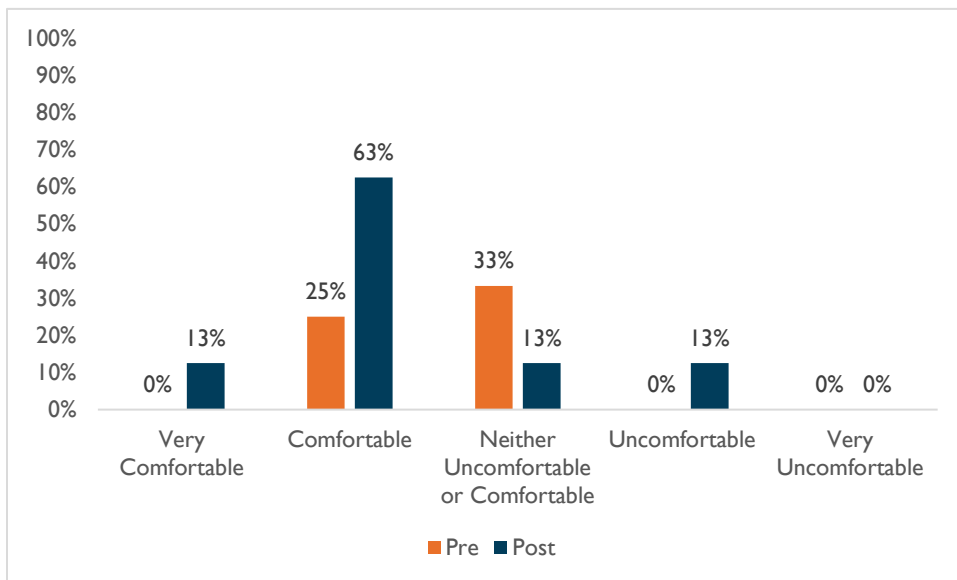
Note: Pre-survey N: 5; post-survey N: 4.

Figure 22: Identify what impacts the health and food production of a school garden



Note: Pre-survey N: 5; post-survey N: 4.

Figure 23: Practicing self-care and safety to ensure a joyful garden experience



Note: Pre-survey N: 5; post-survey N: 4.

One noted suggestion for improvement from the post-survey was to provide more resources for monetary support for food service programs and school garden projects.

## Harvesting

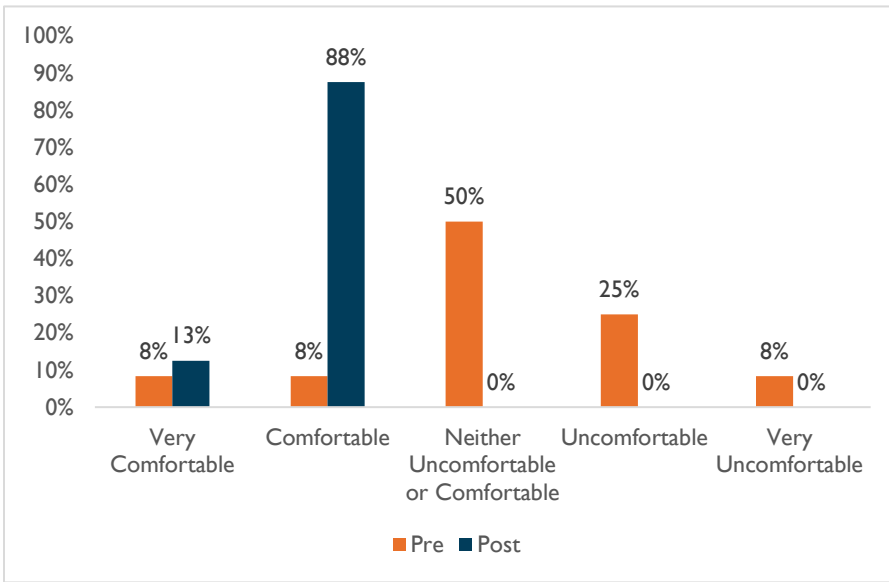
The Harvesting workshop was held on June 22, 2022 at the Howard-Suamico School District and had a total of nine attendees. Specific objectives for this workshop included:

- Learn the process of harvesting from a school garden using the appropriate tools and equipment, product handling, and safety procedures.
- Practice post-harvest handling to ensure food safety, food quality, and proper storage.
- See, smell, and taste the bounty of harvest for lunch.
- Experience Howard-Suamico's school gardens and learn how Farm to School is incorporated into the school community.

Figures 24 – 31 show results from the pre- and post-surveys for this workshop. As seen from these figures, workshop attendance is mostly associated with increased attendee comfort with practices related to the workshop objectives.

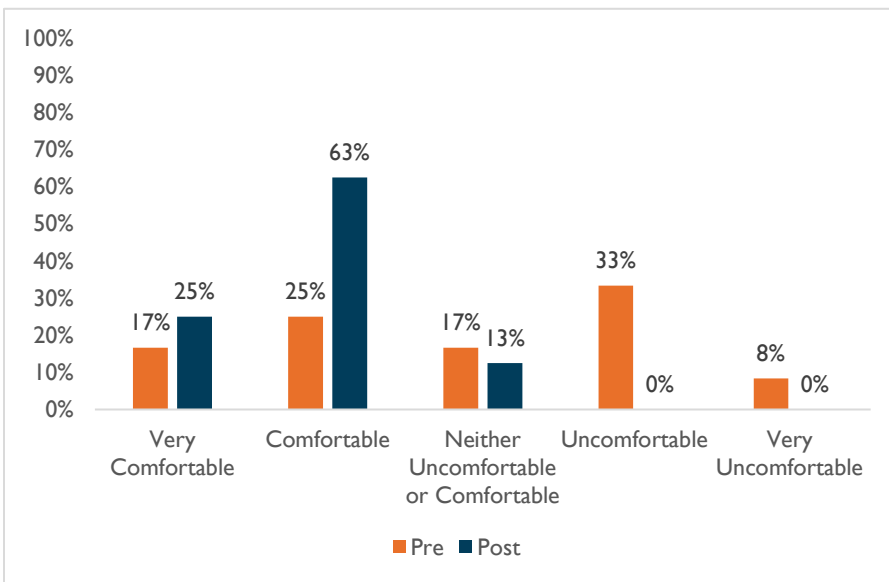
After attending the workshop, attendees were more likely to indicate that they were comfortable or very comfortable with using appropriate tools and equipment to harvest a school garden (Figure 24), using appropriate product handling to harvest a school garden (Figure 25), using appropriate safety procedures to harvest a school garden (Figure 26), ensuring food safety in post-harvest handling (Figure 27), ensuring food quality in post-harvest handling (Figure 28), ensuring proper storage in post-harvest handling (Figure 29), integrating their school garden harvest into school meals (Figure 30), and incorporating Farm to School into their school's community (Figure 31). For the last four practices of ensuring food safety in post-harvest handling, ensuring proper storage in post-harvest handling, integrating harvests into school meals, and incorporating Farm to School into their community, there was a slight increase in the proportion of respondents indicating being uncomfortable or very uncomfortable with the practice.

Figure 24: Using appropriate tools and equipment to harvest a school garden



Note: Pre-survey N: 7; post-survey N: 7.

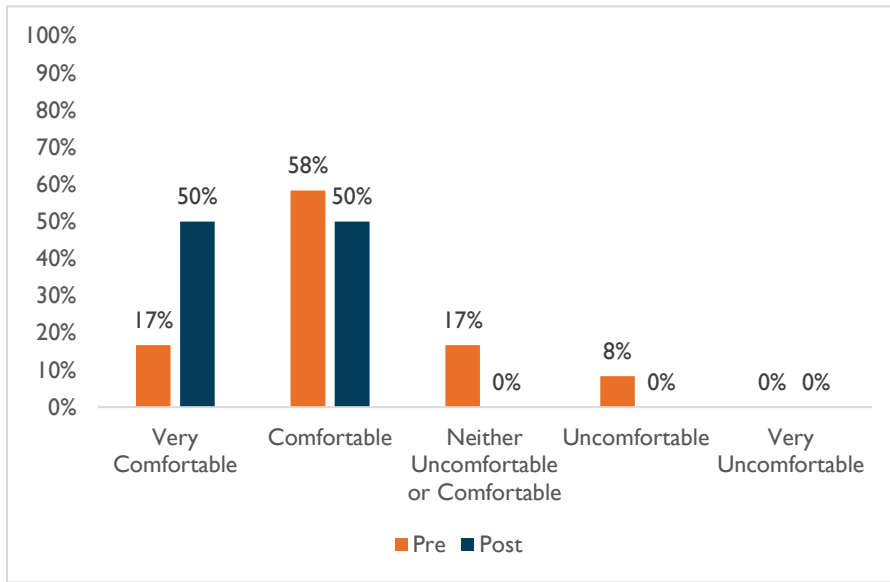
Figure 25: Using appropriate product handling to harvest a school garden



Note: Pre-survey N: 7; post-survey N: 7.

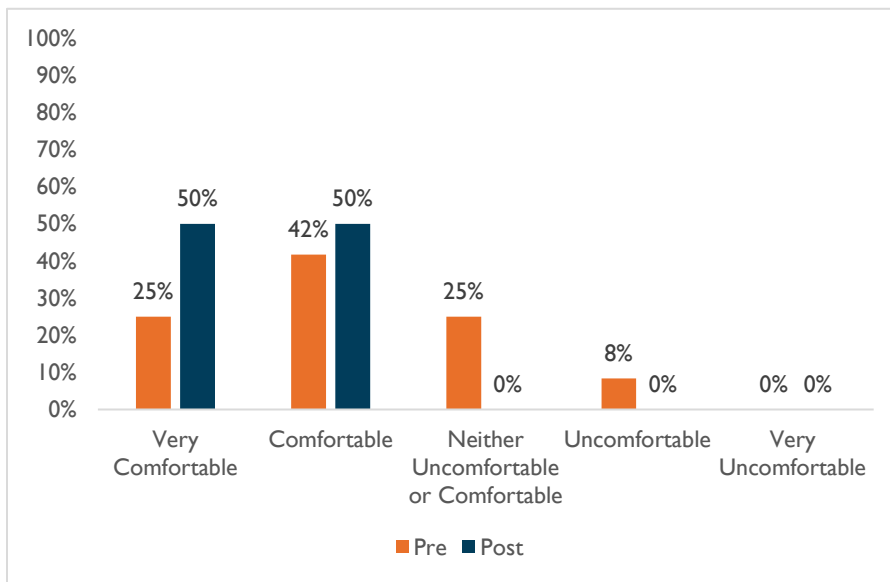


Figure 26: Using appropriate safety procedures to harvest a school garden



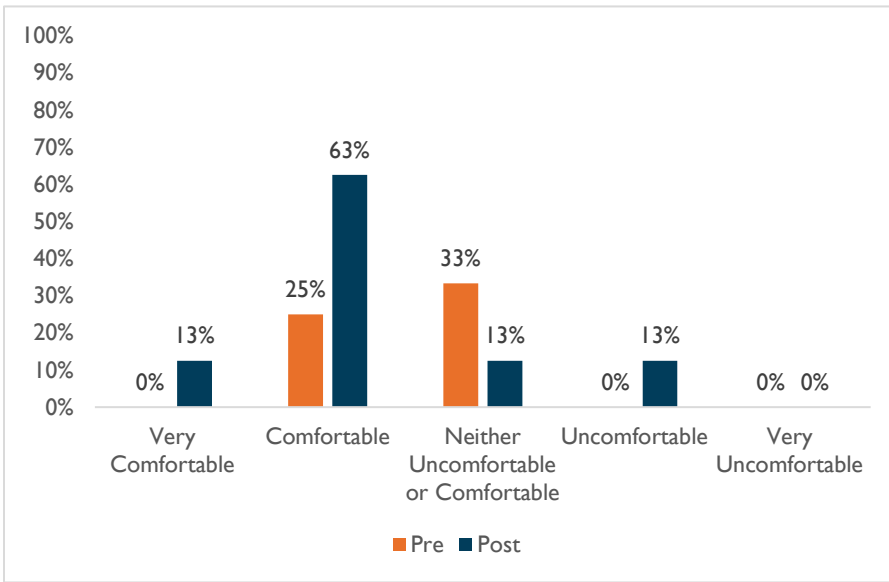
Note: Pre-survey N: 7; post-survey N: 7.

Figure 27: Ensuring food safety in post-harvest handling



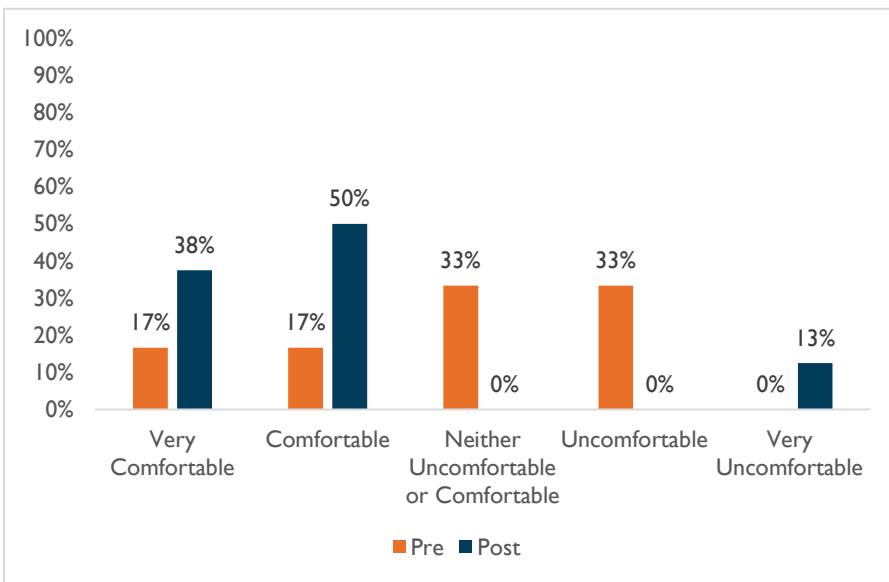
Note: Pre-survey N: 7; post-survey N: 7.

Figure 28: Ensuring food quality in post-harvest handling



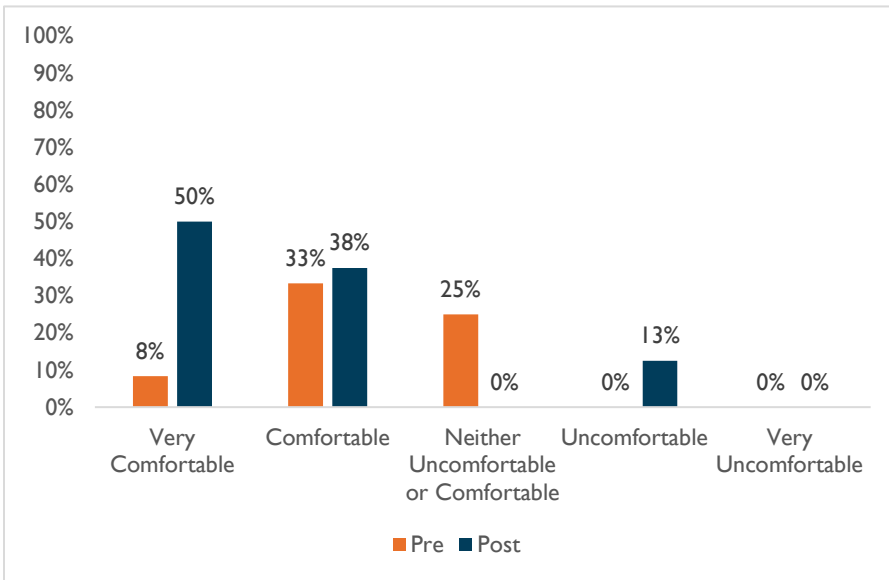
Note: Pre-survey N: 7; post-survey N: 7.

Figure 29: Ensuring proper storage in post-harvest handling



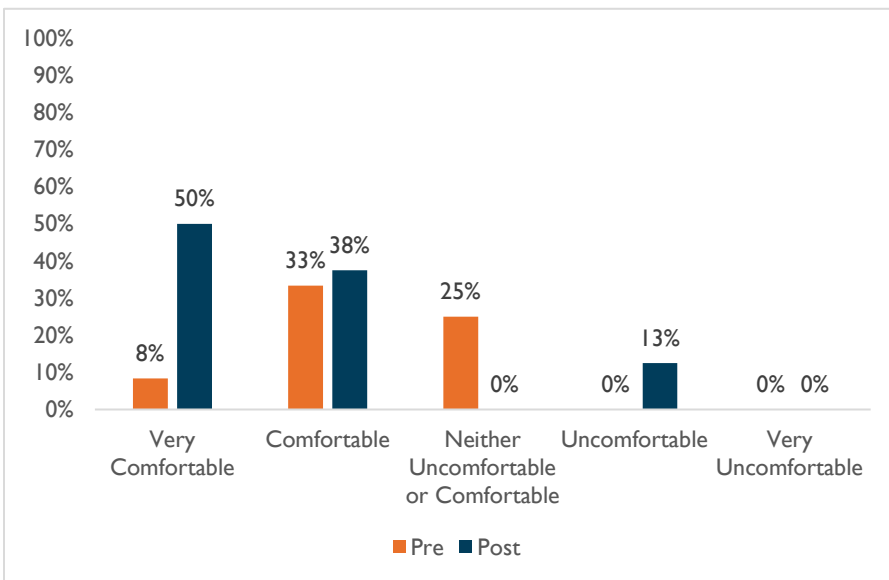
Note: Pre-survey N: 7; post-survey N: 7.

Figure 30: Integrating your school garden harvest into school meals



Note: Pre-survey N: 7; post-survey N: 7.

Figure 31: Incorporating Farm to School into your school’s community



Note: Pre-survey N: 7; post-survey N: 7.

Noted suggestions for improvement from the post-survey included more time for the workshop and finding a way to get more districts involved.

## Processing

The Processing workshop was held on August 16, 2022 at the Monona Grove School District and had a total of nine attendees. Specific objectives for this workshop included:

- Learn how to process garden-fresh produce safely, including safe food handling in receiving and storage.
- Understand best practices to store food at peak quality for a longer period of time.
- Learn to calculate bushels and pounds into cups and servings; buy what you need and use what you buy.
- Expand knowledge of processing efficiently including kitchen equipment, knife skills, ergonomics, and staff workflow.
- Gain ideas to align your processing with your menu, service models, and student engagement.

DPI was unable to provide pre- and post-survey results for this workshop, accordingly this evaluation does not include an analysis of those results.

## Menu Planning

The Menu Planning workshop was held on October 6, 2022 at Nourish Farms in Sheboygan and had a total of seven attendees. Specific objectives for this workshop included:

- Understand how to plan or adjust a menu based on seasonality.
- Develop skills to manage surprise donations, supplier substitutions, or school garden harvests.
- Gain confidence in crediting local items to meet meal pattern requirements.
- Feel confident in purchasing from local suppliers, i.e., in what quantities products are sold and how these amounts translate to the amount to purchase.
- Incorporate Harvest of the Month materials into the school meals program.

DPI was unable to provide pre- and post-survey results for this workshop, accordingly this evaluation does not include an analysis of those results.

## Composting

The Composting workshop was held on March 2, 2023 and had a total of 14 attendees. Specific objectives for this workshop included:

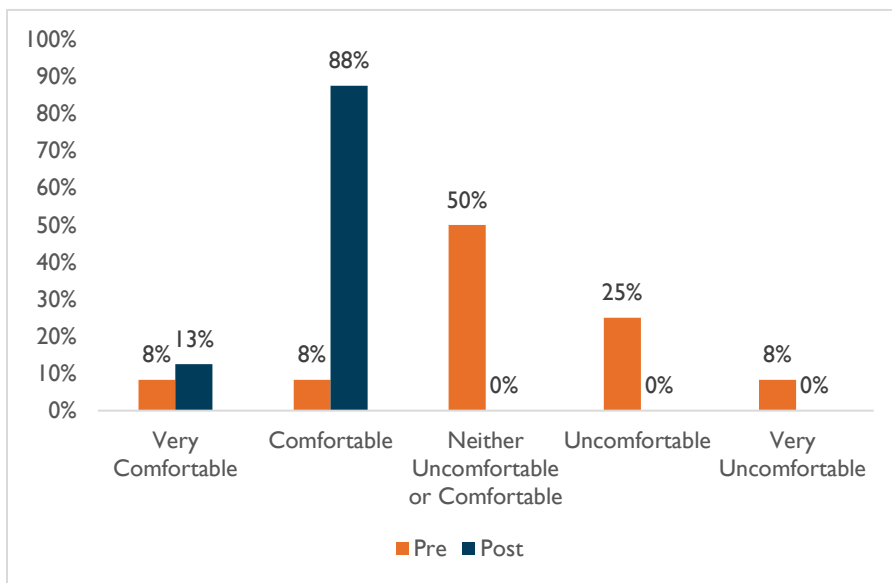
- Learn the benefits of using compost in the school garden.
- Address the impacts of composting on the environment for sustainability.
- Identify the steps of composting.

- Identify partners with composting in the school (i.e., environmental and sustainability clubs, custodial staff, building and grounds staff).
- Choose how to engage in composting at your school.

Figures 32 – 38 show results from the pre- and post-surveys for this workshop. As seen from these figures, workshop attendance is associated with increased attendee comfort with practices related to the workshop objectives.

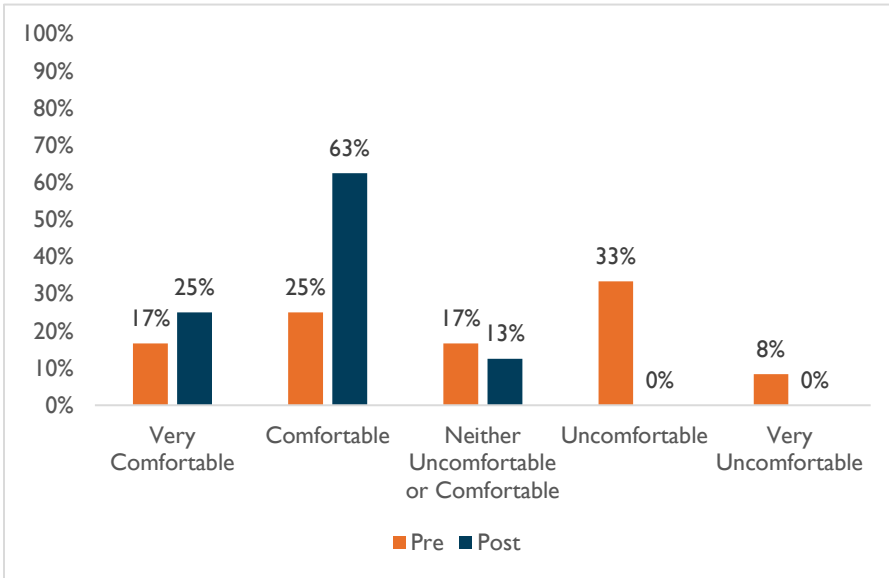
After attending the workshop, attendees were more likely to indicate that they were comfortable or very comfortable with identifying the steps of composting (Figure 32), using compost in their school garden (Figure 33), identifying the benefits of using compost in their school garden (Figure 34), identifying the impacts of using compost on environmental sustainability (Figure 35), utilizing optimal conditions and systems for composting (Figure 36), identifying the partners in their school that could support composting (Figure 37), and incorporating hands-on learning activities into composting at their school (Figure 38).

**Figure 32: Identifying the steps of composting**



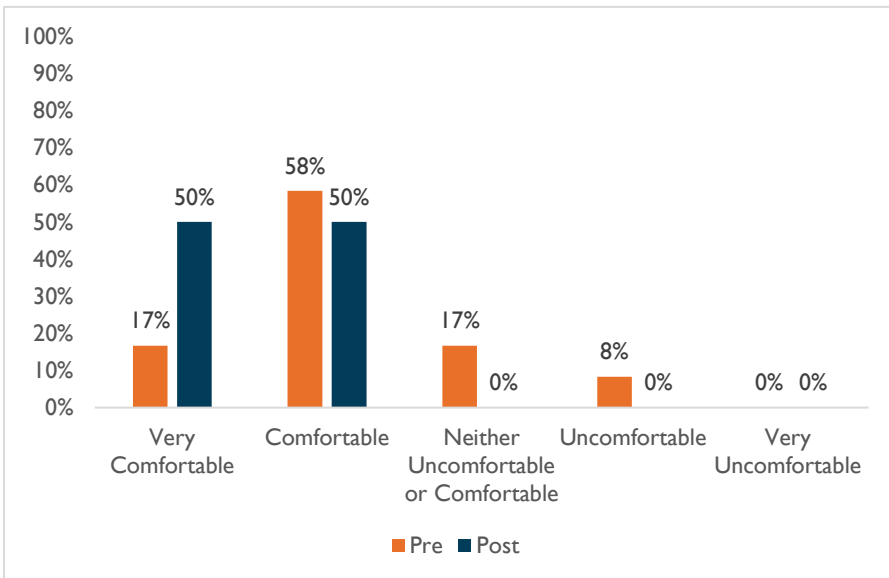
Note: Pre-survey N: 12; post-survey N: 8.

Figure 33: Using compost in your school garden



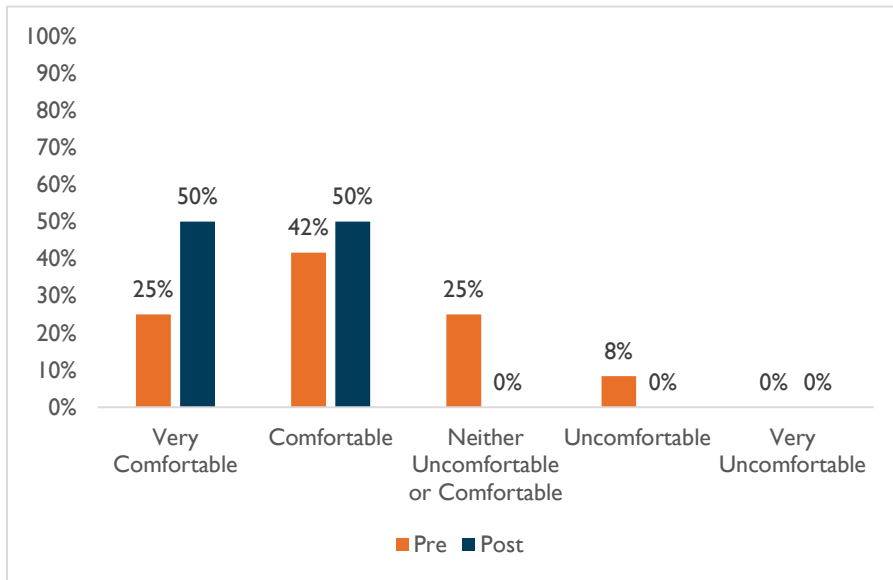
Note: Pre-survey N: 12; post-survey N: 8.

Figure 34: Identifying the benefits of using compost in your school garden



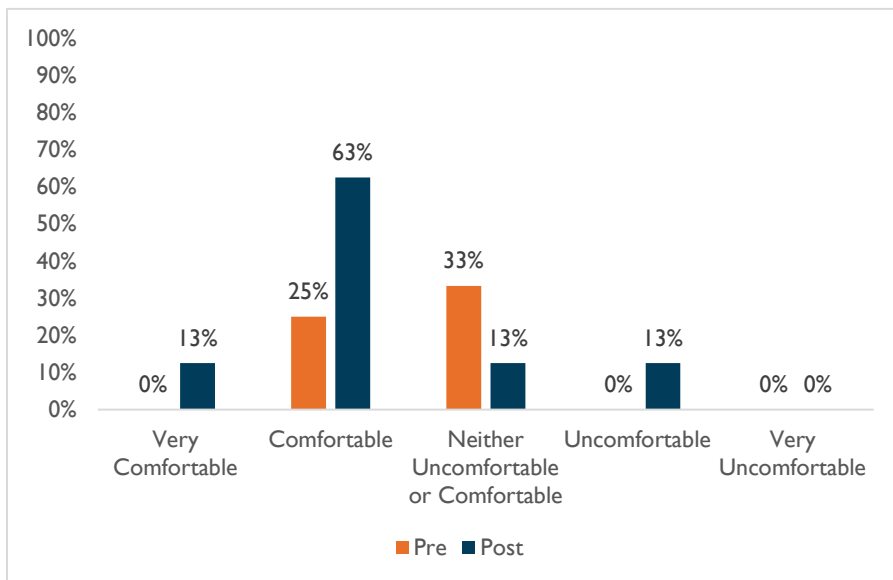
Note: Pre-survey N: 12; post-survey N: 8.

Figure 35: Identifying the impacts of using compost on environmental sustainability



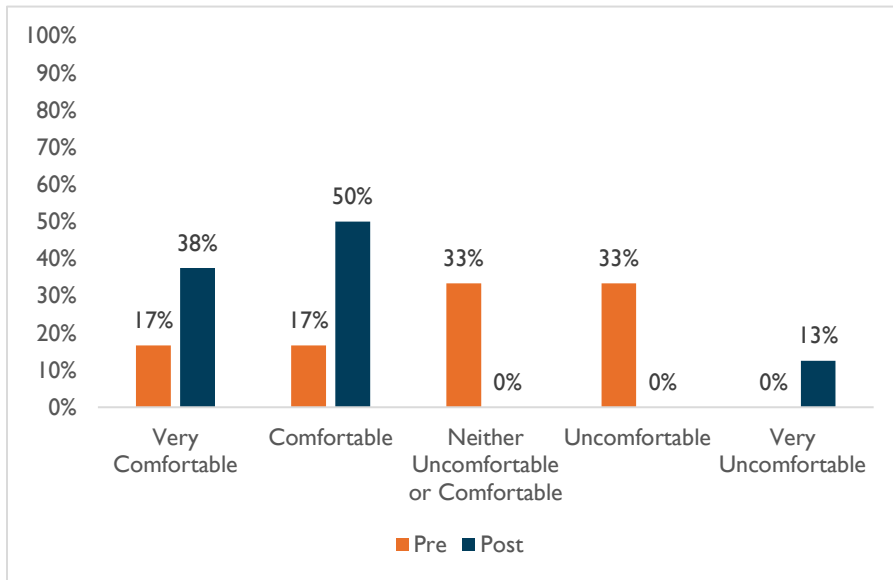
Note: Pre-survey N: 12; post-survey N: 8.

Figure 36: Utilizing optimal conditions and systems for composting



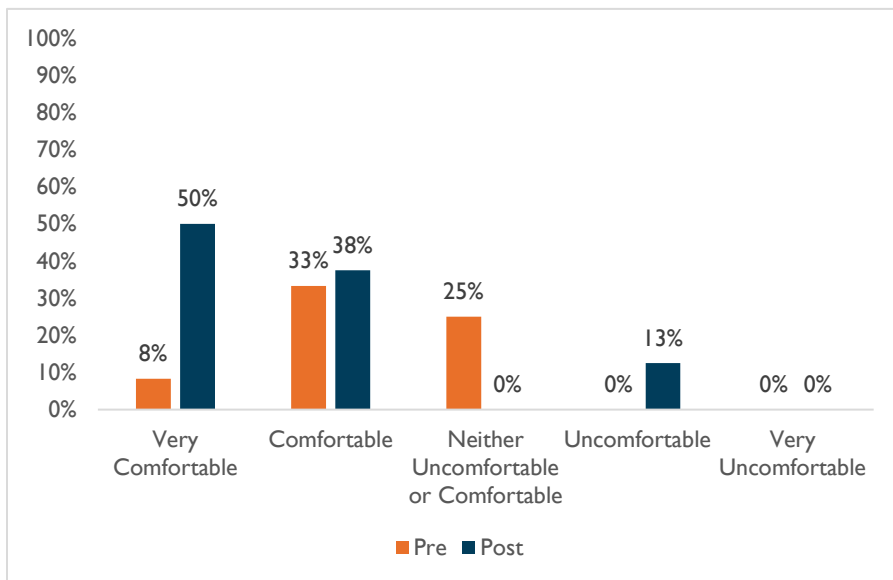
Note: Pre-survey N: 12; post-survey N: 8.

**Figure 37: Identifying the partners in your school that could support composting**



Note: Pre-survey N: 12; post-survey N: 8.

**Figure 38: Incorporating hands-on learning activities into composting at your school**



Note: Pre-survey N: 12; post-survey N: 8.

Noted suggestions for improvement from the post-survey included holding the workshops in-person and integrating more information about microbiology.



## Serving Local Foods

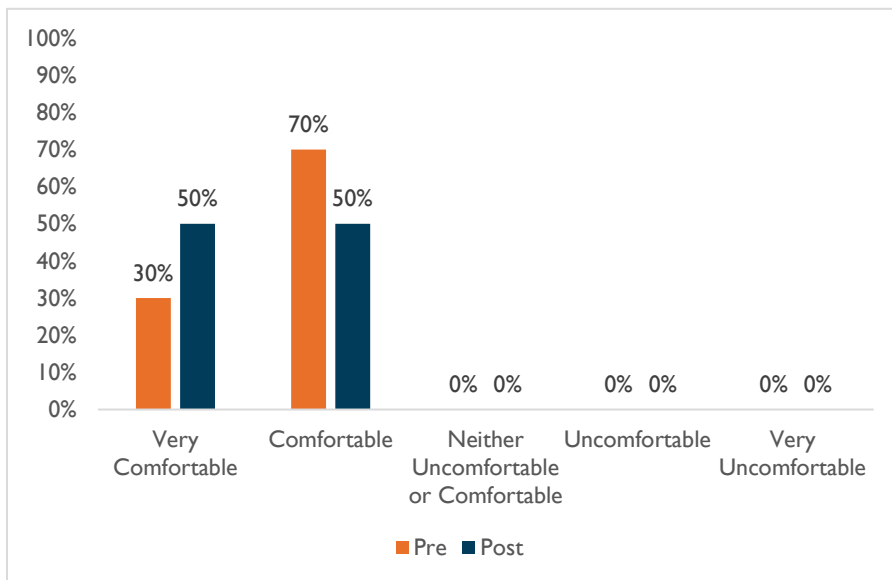
The final workshop, Serving Local Foods, was held on May 4, 2023 and had a total of 13 attendees. Specific objectives for this workshop included:

- Learn how to market and promote the local foods served at your schools to both students and the community.
- Be able to educate students about where their food comes from and create excitement to discover new foods.
- Engage students through your school garden as a tool for education, learning, and sustenance.

Figures 39 – 45 show results from the pre- and post-surveys for this workshop. As seen from these figures, workshop attendance is associated with increased attendee comfort with practices related to the workshop objectives.

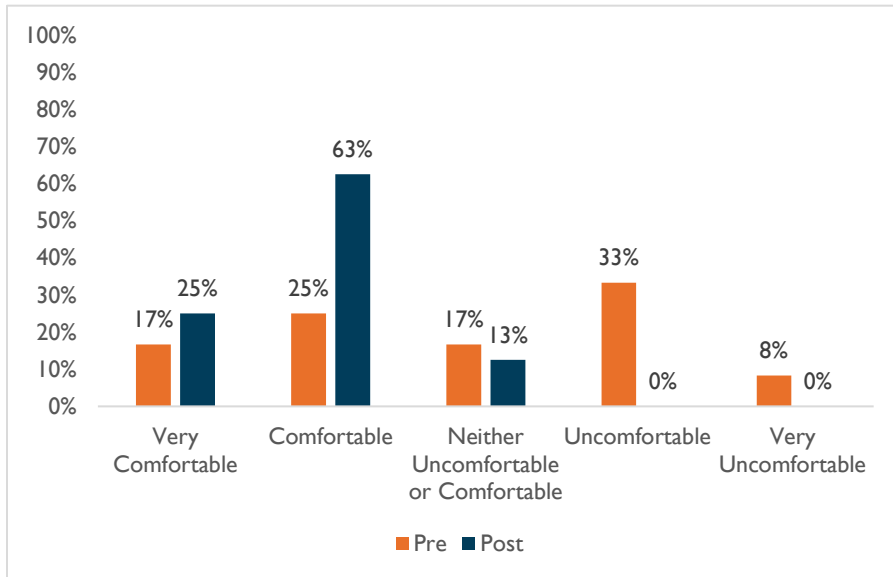
After attending the workshop, attendees were more likely to indicate that they were comfortable or very comfortable with marketing or promoting local foods served at their school to students (Figure 39), marketing or promoting local foods served at their school to the community (Figure 40), educating students about where their food comes from (Figure 41), encouraging students to discover new foods (Figure 42), engaging students in their school garden (Figure 43), using their school garden as a tool for education and learning (Figure 44), and using their school garden as a tool for sustenance (Figure 45).

**Figure 39: Marketing or promoting local foods served at your school to students**



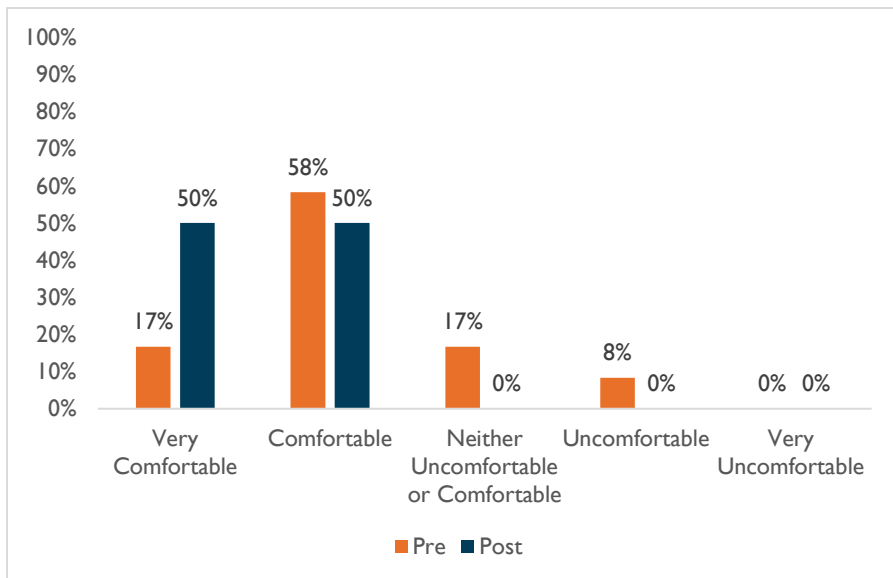
Note: Pre-survey N: 10; post-survey N: 6.

**Figure 40: Marketing or promoting local foods served at your school to the community**



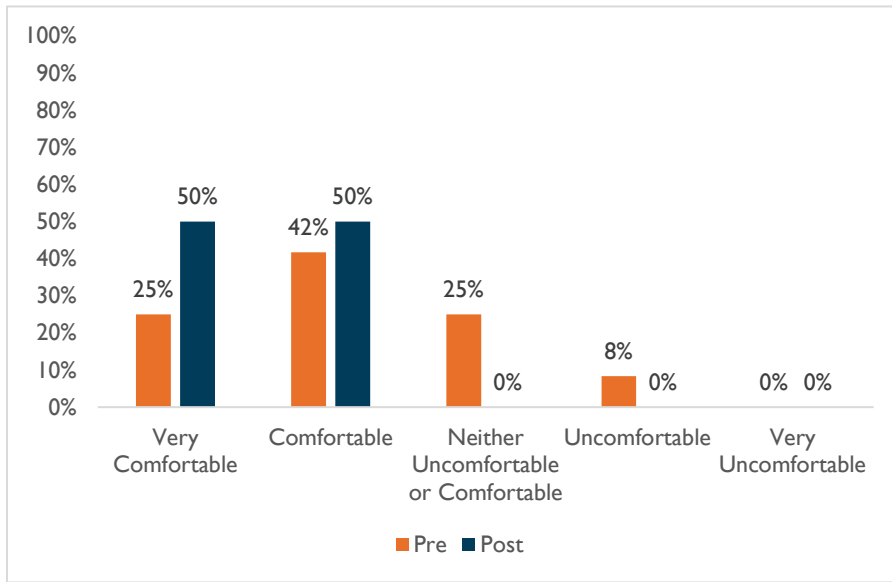
Note: Pre-survey N: 10; post-survey N: 6.

**Figure 41: Educating students about where their food comes from**



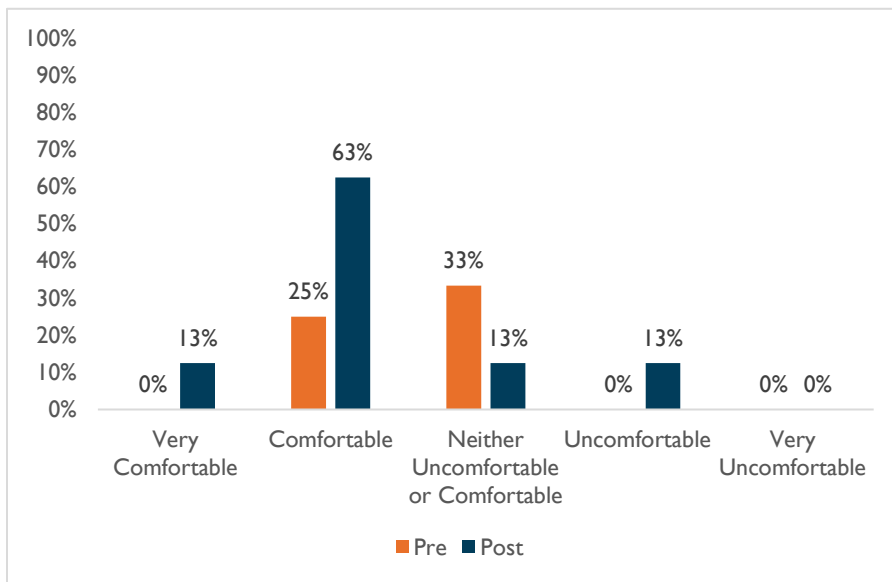
Note: Pre-survey N: 10; post-survey N: 6.

Figure 42: Encouraging students to discover new foods



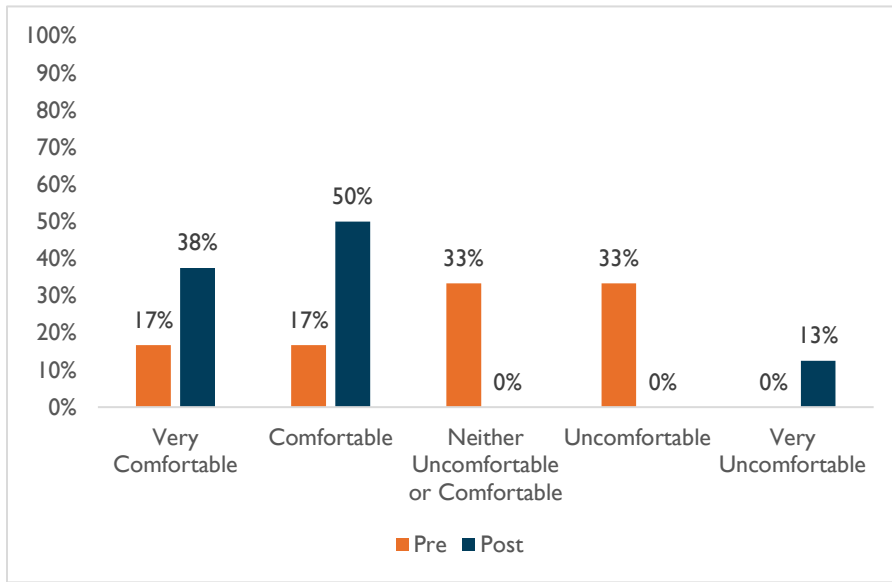
Note: Pre-survey N: 10; post-survey N: 6.

Figure 43: Engaging students in your school garden



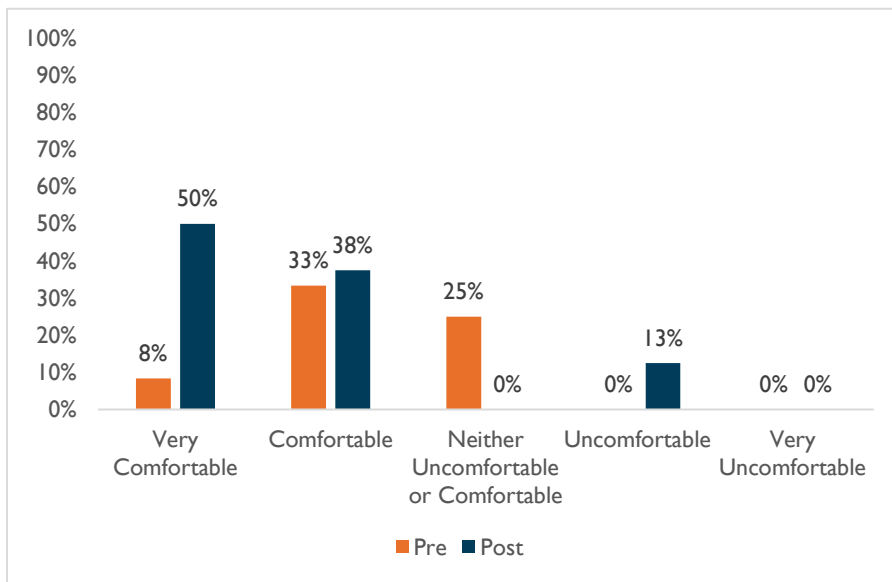
Note: Pre-survey N: 10; post-survey N: 6.

Figure 44: Using your school garden as a tool for education and learning



Note: Pre-survey N: 10; post-survey N: 6.

Figure 45: Using your school garden as a tool for sustenance



Note: Pre-survey N: 10; post-survey N: 6.

There were no suggestions for improvement from the post-workshop survey.

